Addendum to November 15, 2011 SEAP Minutes

Questions asked during "Common core Standards/Assessment" agenda item

Kay Turner: Back when AIMS-A was developed, students were being accessed on the functional standards? Are those still in effect?

Ms. Alley: No. They haven't been in effect for several years. We currently have alternate standards that are posted with the AIMS-A. They are not functional standards, they are academic. They are a downward look, a break-up, of the grade level standard.   Those have been in place in since 2005.

Sue Douglas: So you'll be testing at the end of each grade/at the end of each course. So then, you'll be able to accommodate block scheduling.

Ms. Alley: That's another one of those big questions we haven't answered yet. Block scheduling is another concern. Online virtual schools who have no set schedule; how do we work in assessment after 75% instruction, and 90% instruction. These are some of the big questions we haven't resolved because how many forks can we develop?

Ron Clanton: Are you trying to build in a obsoleteness factor? Technology schools were using 10 years ago is no longer viable today because the kids don't know how to use it.

Ms. Alley: That's going to have to be a factor that we are looking at. Items that will be accessible on multiple/different devices – not a computer necessarily, but a device. It should be able to be displayed on a tablet, a netbook, or a computer.

Sue Douglas: So, you're saying the test itself will hold the accommodation that meets the individual student.

Ms. Alley: When a student signs in with his student number you will determine what his accommodations would be. We really should eliminate almost all accommodations because it should be a tool available for all students who need it – Universal Design.

Robert Hill: What will integrity checks look like? Are there additional layers of integrity check that will be occurring above what the department's currently doing?

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Ms. Alley: The student will sign in with the student number and receive the test. You can put into that student number what his accommodation needs are/what tools he will have available.

There will be some confirmation. We haven't worked out those details yet.

Sue Douglas: There is widespread panic in the field regarding online accommodations for special needs students, but also regarding the technology.

Ms. Alley: The online accommodations eliminate accommodations. A technology-based assessment will support students. People in other states, like Indiana, and they've all been very pleased. They get very few requests for paper/pencil.

Kay Turner: School will have to have a big lab where you rotate students during a window or the school has to have something for every student to have to test at the same time.

Ms. Alley: The technology is the biggest barrier. The consortia is still looking at the issue.

Kay Turner: What about the speaking/listening portion?

Ms. Alley: Right now that is not part of the summative assessment. There will be rubrics that the teachers will score the speaking/listening portion. Higher education reports that this is a skill that students are lacking when they go to college.

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